MANSFIELD PUBLIC SCHOOLS
Grade 4
March - Progress Report

Reading to Understand

During this marking period, students have continued to work on fluency, vocabulary, and comprehension skills and strategies. They can use a wide range of suffixes and prefixes (-ible, -able, -ed, -ing, re-, ex-, pre-, con-, com-, mis-) to read and understand words. They read on-level text with purpose and understanding, accuracy, appropriate rate and expression. Fluency is enhanced when students automatically recognize many regular and irregular words. Students are expected to adjust reading rate to match the difficulty of text, type of text, and purpose (skimming for facts, scanning for key words). Vocabulary continues to develop as students determine the meaning of words and phrases as they are used in a text, define words and concepts necessary to understand content area topics, infer word meanings from context clues. A variety of comprehension skills and strategies are expected to be applied when reading. As they read, students make valid inferences about character(s), setting, events, and justify inferences with text evidence. They can make text connections; organize information in a graphic organizer; and support a personal opinion or judgment with text based reasons.

Writing to Communicate

Students continue to write for a variety of purposes to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Students are learning to write informative/explanatory texts to examine a topic and to convey ideas and information. They can introduce a topic clearly and group related information in paragraphs. They can develop the topic with facts or other information and examples related to the topic. Compositions are organized, elaborated, fluent, and include vocabulary appropriate to the intended audience. Written fluency is enhanced when students use a variety of sentences of varying lengths, structures, beginnings, and appropriate transitional words/phrases. Students elaborate written pieces by incorporating details relevant to the topic and by using precise language when writing. Students are expected to apply spelling skills to all written work and to consistently spell words correctly. They edit their work for subject verb agreement; consistent tense; and for correct use of to/two/too, their/there/they're, and your/you're. Students carefully reread work to see if revisions are needed. They look for sentence variety, awkward language (sentence fragments, missing words, repetitive language, etc.), needed details, and remove extraneous details when revising. Students can identify paragraphs and move text to organize and/or strengthen a written piece. They can discuss their own work and make revisions based on constructive suggestions. Manuscript and/or cursive penmanship should be legible. To ensure this, consistent letter formation, uniform size/proportion, consistent spacing between letters/ words, and uniform slant/alignment is expected.

Mathematics

Students continued to take an applied and visual approach to multi-digit multiplication and early division with remainders. Students deepen their understandings of multiplication and division, solve and pose a wide variety of story problems, and apply number sense to developing useful models and mental strategies for multiplying and dividing with an increasing degree of efficiency. Students should be proficient with multiplication facts and working on proficiency with division facts. They should also have understandings of the associative property of multiplication and the distributive property. The associative property can help students develop understandings of multiplying by 10 when they can see 8 x 30 = 8 x (3 x 10). The distributive property helps students to understand that 4 x 23 = (4 x 20) + (4 x 3). Then students start looking at fractions and decimals. They use a variety of manipulatives and visual models to explore unit fractions (fractions with a numerator of 1), common fractions, mixed numbers, improper fractions, equivalent fractions, and decimals (tenths and hundredths). They learn that two equivalent fractions will have different numerators and denominators e.g., 4/6 and 8/12 are equal. As they continue to investigate equivalent fractions they start to generate methods for finding and recognizing equivalent fractions. Then they come to understand that common fractions are composed of unit fractions, which makes for an easy transition to multiplying fractions by whole numbers because when one sees that ¾ = ¼ + ¼ + ¼ , then it's not hard to see it is also equal to 3 x ¼). Then the work with fractions extends to decimals where the use of base ten pieces helps them to understand how tenths and hundredths can be equivalent. Most of the work with fractions is visual rather than algorithmic as they develop number sense with fractions. Algorithms with fractions will be learned in fifth grade when they have a deeper understanding of fractions. Students also learn that in order to compare two fractions or decimals, they must assume that both objects are the same size wholes.